

Golden Thread	Definition
Settlement	A place where people live
Transport and infrastructure	Transport - A vehicle that can be used to travel in or transport Infrastructure – the features of a settlement that enable it to function (eg. transport, facilities, power supply, buildings, services)
Environment and sustainability	Environment – natural surroundings and weather conditions Sustainability – maintaining a steady level without causing harm to the environment or running out of natural resources.
Trade and industry	Trade – exchanging goods or services, usually for money Industry – the production of these goods and services
Culture and leisure	Culture – the beliefs, ways of life and artistic expressions that are key to a civilisation Leisure – spare time when you can do things you enjoy
Families, peoples and communities	Groups of people who are bound together by a similarity.
Physical features	Naturally occurring features of the landscape
Mapping	A representation of an area including its key features, usually from above
Fieldwork	Gathering information in a real, natural environment



## All aboard the bobo bus

Start to look and similarities and differences about different places to live (England and Burkina Faso) eg. housing, buses, animals, shops, weather

## How different is life in Mugurameno village?

Children consider how the settlement we live in is different to a Zambian village.

## Where would you place your self-sustaining settlement?

This unit looks at the factors that create the best conditions for a successful self-sustaining settlement. Consider how natural resources effect where people settle, what energy supplies are needed, suitable infrastructure and the creation of an economy in order for the settlement to thrive.

EYFS

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## Would you prefer to live in a hot or a cold country?

Children can recognise that people have chosen to settle in places which have a variety of climates and that some are harder to live in than others.

## How is the River Soar used?

Children are introduced to the terms urban and rural and learn the features that indicate the differences.

## Why do we experience natural disasters?

Consider why people choose to settle near volcanoes.

## How is life different in Brazil?

Indirectly reference how economy relates to jobs and where people settle in order to have work.



# Geography

# Transport and infrastructure

## All aboard the bobo bus

Buses: Compare the bobo bus in the story to our own trip on a bus.

## Can I read and interpret a map?

Look at the infrastructure of the local park and what facilities are provided.

## What are mountain ranges and how do people interact with them?

Briefly touch on the infrastructure that has been put in place to allow people to spend their leisure time in the mountains.

## Why do people travel to Italy for their holidays?

Touch on how the transport infrastructure makes Italy a suitable place for a holiday.

## Where would you place your self-sustaining settlement?

Design suitable housing and infrastructure for a settlement based on a chosen location and needs.

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## Where does the bus go?

Children identify the different modes of transport that can be used to travel around the local area and beyond and think about why each might be used and when. During fieldwork, they identify human features associated with transport such as bus stops and cycle lanes.

## How is the river Soar used?

Children look at how the river has been used for trade and transport.

## Why do we experience natural disasters?

Touch on the infrastructure that is in place to help people when natural disasters strike.

## How is life different in Brazil?

Briefly consider the infrastructure that is available to support trade/fair trade within Brazil.



## Time capsule

Understand that landmarks can help us find our way around our environment (eg. roads, houses, school, church, garage, park, post box)

## All aboard the bobo bus

Know that Burkina Faso has different weather to England.

## What are mountains and how do people interact with them?

Consider how the mountain environment and altitude can be hostile and hard to survive in.

## Where would you place your self-sustaining settlement?

Learn about different forms of renewable and unrenueable energy supplies including fossil fuels, wind, solar, tidal and nuclear power.

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## Would you prefer to live in a hot or a cold country?

Children can compare hot and cold environments thinking about the benefits and drawbacks of each.

## How is the River Soar used?

Touch on how uses of the river effect the nature and ecosystems around it.

## Why do we experience natural disasters?

Look at bushfires and flooding and their causes, some of which are a result of human activity.

## What is a biome?

Understand the impact of different biomes on the world environment. Know the human and physical threats to different biomes (ie deforestation of the rainforests). Consider how creatures adapt to different environments.



# Geography

# Trade and industry

**How different is life in Mugurameno village?**

Children look at how people shop in a Zambian village compared to how we shop in Leicester.

**Where would you place your self-sustaining settlement?**

Consider what could be traded at settlements in different locations in order to create a sustainable economy.

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**How is the river Soar used?**

Children understand that factories were built next to the river so their goods could be transported.

**How is life different in Brazil?**

Introduce the term economy. Consider how the natural resources available contribute to the economy. Look at how Brazil trades with other countries and understand what is meant by fair trade.



# Geography

# Culture and leisure

## How different is life in Mugurameno village?

The children look at the food culture in a Zambian village and compare this and shopping to how we live.

## What are mountains and how do people interact with them?

Consider why people visit mountainous areas for leisure: skiing, climbing, paragliding, hiking etc

## Why do people travel to Italy on their holidays?

Find out about cultural and leisure activities in Italy including major landmarks. Consider the influence of religion. Look at the importance of food culture.

## Where would you place your self-sustaining settlement?

Design suitable cultural and leisure services for the citizens of a settlement based on its location and needs.

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## What is it like by the seaside?

Children consider why people choose to visit the seaside in their leisure time and what they can do there

## Would you prefer to live in a cold or a hot country?

We compare the different ways that people in hot and cold places spend their time.

## How is life different in Brazil?

Consider the similarities and differences between daily life and routines in the UK and in a Brazilian city.



# Geography

# Peoples, families and communities

**Time capsule**  
Identify key features within our community.

**How different is life in Mugurameno village?**  
Compare houses in a village in Zambia to our houses, look at a typical day in the village school compared to our school

**Why do people travel to Italy on their holidays?**  
Compare family life in Italy to family life in the UK looking at language, currency and religion.

**Where would you place your self-sustaining settlement?**  
Bring together information to present ideas for a settlement that would be a suitable base for a community.

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**Would you prefer to live in a hot or a cold country?**  
We think about how communities survive in particularly hot or cold places.

**How is life different in Brazil?**  
Consider how daily life is different in Brazil. Look at life in the Brazilian favelas.



## Time capsule

Use a *metre stick* to mark key landmarks on a route and create a map to find a time capsule.

## All aboard the bobo bus.

Introduced to a *globe* and know that it shows the countries of the world. Know that we live in England.

## How different is life in Mugurameno village?

Introduced to the 7 *continents* and the 5 *oceans*. Locate Africa and then Zambia.

## Can I read and interpret a map?

*Compass points* are introduced. Locate the city of Leicester on a map of the UK and learn the terms *county* (Leicestershire) and *region* (East Midlands).

Use a map of the local area to plan a route and look at the risks.

Recognise map symbols and use a *key* on a map of the local park.

Create their own sketch map with a key.

## What are mountains and how do humans interact with them?

Locate major world mountain ranges using an *atlas*.

## Why do people travel to Italy for their holidays?

Locate the Mediterranean and identify countries that border it. Examine maps of Italy to identify major cities, surrounding seas and key physical features.

## How do I become a cartographer?

Use of *digimap*, *Google Earth*, introduction to *Ordnance Survey maps* and their symbols, using *6-figure grid references*, *relief maps* and *contour lines*, *time zones*.

## Where would you place your self-sustaining settlement?

Identify suitable locations for a settlement on a map based on the physical features evident.

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## Where does the bus go?

Children learn what a map is and place some key symbols on a map. They use a map of the local area to find the school/ where they live. They are introduced to *Google Earth*. They look at street and road signs

## Would you prefer to live in a hot or a cold country?

Learn where the *equator* is and that the climate is warmer closer to the equator. Use world maps with colours to indicate temperature.

## What is it like by the seaside?

Name and locate the *four countries of the UK*, their *capital cities* and the surrounding seas.

## How is the River Soar used?

Locate famous world rivers using an *atlas*.

## Why do we experience natural disasters?

Identify earthquake and volcano hotspots on a map and link to the boundaries of tectonic plates.

## What is a biome?

Locate different biomes on a world map (*atlas*).

## How is life different in Brazil?

Use an *atlas* to identify South America, the countries, surrounding oceans and key physical features.





# Geography

# Physical features

## All aboard the bobo bus

Know that England and Burkina Faso both have rivers, forests and lakes.

## How different is life in Mugurameno village?

Look at the physical features of Africa including: deserts, savannahs, mountains

## What are mountains and how do humans interact with them?

Know the physical features of a mountain range: valley, plateau, range, peak, summit, ridge, crevasse. Understand how mountains are formed. **Why do people travel to Italy for their holidays?** Know some of the main physical features of Italy including mountains, lakes and seas.

## How do I become a cartographer?

Learn how different physical features and altitudes are represented on a map.

## Where would you place your self-sustaining settlement?

Identify key physical features that make a location suitable for a settlement (eg. river or coast access, suitable climate, some high ground but flat areas for building, fertile soil, natural resources such as forest.

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## What is it like by the seaside?

Children think about how the landscape at the coast is different to the landscape where we live and learn key features including beach, bay, cliff, coast.

## How is the River Soar used?

Identify the physical features of a river system: source, tributary, confluence, meander, oxbow lake, mouth

## Why do we experience natural disasters

Introduced to the layers of the earth and tectonic plates as a cause of earthquakes and volcanic eruptions. Learn about the features of a volcano.

## What is a biome?

Identify the key features of key biomes including: rainforests, deserts, vegetation belts and tundras.

## How is life different in Brazil?

Recognise the key physical features of Brazil/South America: the Amazon rainforest and river, the Andes. Understand what natural resources the land can provide.



## Time capsule

Local area walk identifying key landmarks and marking them on a metre stick to map the journey/route.

### All aboard the bobo bus

Spot and identify landmarks on a bus trip

## Can I read and interpret a map?

Western Park: children use and follow a map of the park and tick of symbols when they have found the relevant locations. With support, children use a compass to find north, south, east and west and draw what is in each direction.

## What are mountains and how do humans interact with them?

Virtual (Oddizzi) fieldtrip to Everest Base camp: plot the route from Kathmandu to Everest Base camp, create a journey stick, plot the altitude of the journey on a line graph, create an infographic to represent key facts from the journey.

## How do I become a cartographer?

Beacon Hill field trip: plan routes using sat nav, independently find compass points and create field sketches, make estimations of distance, identify areas of height using contour lines on an OS map, vegetation sampling, data collection, follow 6-figure grid references.

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## Where does the bus go?

Local area walk orientating themselves within the area and photographing examples of transport.

## How is the River Soar used?

Aylestone meadows and pebble beach: measure the width and depth of the river, test the speed of the flow of the river, monitor wildlife and plant growth along the river banks, look for clues as to how the river is used and compare the river to the near-by canal.

## What is a biome?

Leicester Botanic Gardens: examine how plants have adapted to different environments; explore different habitats such as the alpine environment, desert environment and a tropical greenhouse; pond dipping.

